

**U.S. DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION  
WASHINGTON, D.C. 20202-6140**

**Fiscal Year 2002  
APPLICATION FOR NEW GRANTS  
ADVANCED PLACEMENT INCENTIVE  
PROGRAM**

**CFDA Number: 84.330C**



**FORM APPROVED  
OMB NO. 1890.0009      EXP: DATE: 5/31/2003**

**DATED MATERIAL - OPEN IMMEDIATELY  
CLOSING DATE: July 8, 2002**

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If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Advanced Placement Incentive Program, School Improvement Programs, U.S. Department of Education, 400 Maryland Avenue, S.W., FB-6, Room 3E228, Washington D. C. 20202-6140

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## **SECTION A**

### **Dear Colleague Letter**

#### **Program Contacts**

Dear Colleague:

Thank you for your interest in the Advanced Placement Incentive (API) program. This program is designed to increase the numbers of low-income students who participate in challenging pre-AP and AP courses, which enable low-income and other disadvantaged students to achieve to high standards in English, mathematics, science and other core subjects and to succeed on AP

exams. A long-term goal of the program is to increase the numbers of low-income students who obtain baccalaureate or advanced degrees.

The enclosed materials include the forms you will need to complete your application, instructions for completing the forms, and additional information that you will need to complete the application. Applicants should organize the application contents, including the program narrative, in accordance with the instructions provided in Section C of this package.

You may request funding for a multi-year award of up to three years. If you do request a multi-year award, you must explain why a multi-year project is needed and must provide objectives, activities, and a detailed budget for each year of the proposed project. If you are selected for an award, the Department will establish, at the same time of the initial award, the funding level for each year of the grant award. Future continuation awards will rely heavily on the annual performance reports, which must be submitted near the end of each budget period. The Department will provide specific reporting requirements to funded applicants at a later date.

Applicants should pay careful attention to the Application Order and Program Narrative Instructions found in Section C of this package. Parts V and VI of these instructions describe the types of data applicants must submit to verify that targeted schools meet applicable low-income requirements. Also, it is important to note that project narratives that exceed the page limit will not be reviewed. If you have questions about these or any other program requirements, please call or e-mail Madeline Baggett at (202) 260-2502 or [Madeline.Baggett@ed.gov](mailto:Madeline.Baggett@ed.gov).

We look forward to receiving your application and appreciate your efforts to enable low-income students to participate in challenging pre-AP and AP courses and AP exams.

Sincerely,

Susan B. Neuman  
Assistant Secretary for  
Elementary and Secondary Education

## **SECTION B**

**Application Notice**

**Program Statute**



## WHO TO CONTACT FOR TECHNICAL ASSISTANCE

For technical assistance regarding the Advanced Placement Incentive Program requirements, including selection criteria and priorities, contact:

Madeline Baggett  
Madeline.Baggett@ed.gov  
(202) 260-2502

Edith.Harvey@ed.gov  
(202) 260-1393



## **SECTION B**

### **Legal and Regulatory Documents**

**Application Notice**

4000-01-U

DEPARTMENT OF EDUCATION

(CFDA No.: 84.330C)

Office of Elementary and Secondary Education -- Advanced  
Placement Incentive (API) Program

Notice inviting applications for new awards for fiscal year (FY)  
2002 for the API Program.

PURPOSE OF PROGRAM: The API program, funded under section 1705 of Title I, Part G of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (ESEA), awards competitive grants designed to increase the successful participation of low-income students in pre-advanced placement and advanced placement courses and tests. Through increased access to and participation in pre-advanced placement and advanced placement courses and tests, the program provides greater opportunities for low-income students to achieve to high standards in English, mathematics, science, and other core subjects. Additional long-term goals of the program are to demonstrate that larger and more diverse groups of students can participate and succeed in advanced placement programs, and to increase the numbers of low-income and other disadvantaged students who receive baccalaureate and advanced degrees.

ELIGIBLE APPLICANTS: (a) State educational agencies (SEAs); (b)

local educational agencies (LEAs); or (c) national nonprofit educational entities with expertise in advanced placement services. In the case of an eligible entity that is an SEA, the SEA may use API grant funds to award subgrants to LEAs to enable those LEAs to carry out activities authorized under this program.

NOTE: The Bureau of Indian Affairs is considered an SEA for purposes of this program.

DEADLINE FOR TRANSMITTAL OF APPLICATIONS: July 8, 2002.

DEADLINE FOR INTERGOVERNMENTAL REVIEW: September 5, 2002.

APPLICATIONS AVAILABLE: May 23, 2002.

ESTIMATED AVAILABLE FUNDS: Approximately \$2,000,000.

NOTE: In accordance with statutory requirements, this amount is based on the amount of funds the Secretary estimates will be available after the Department has awarded grants under the Advanced Placement Test Fee program competition, which is being announced separately under CFDA No. 84.330B.

ESTIMATED RANGE OF AWARDS: \$100,000 to \$600,000 per year.

ESTIMATED AVERAGE SIZE OF AWARDS: \$350,000 per year.

ESTIMATED NUMBER OF AWARDS: 5 - 15.

NOTE: These estimates are projections for the guidance of potential applicants. The Department is not bound by any estimates in this notice.

PROJECT PERIOD: Up to 36 months.

E-MAIL NOTIFICATION OF INTENT TO APPLY FOR FUNDING: The Department will be able to develop a more efficient process for reviewing

grant applications if it has a better understanding of the number of entities that intend to apply for funding under this competition. Therefore, the Secretary strongly encourages each potential applicant for the API program to notify the Department by e-mail that it intends to submit an application for funding. The Secretary requests that this e-mail notification be sent no later than June 21, 2002. The e-mail notification should be sent to Ms. Madeline Baggett at [madeline.baggett@ed.gov](mailto:madeline.baggett@ed.gov). Applicants that fail to provide this e-mail notification may still apply for funding.

SUPPLEMENTARY INFORMATION: The API program promotes greater access to, and participation in, advanced placement courses and tests for low-income and other disadvantaged students. Covered programs include advanced placement courses and tests administered by the College Board, the International Baccalaureate Organization, and, subject to the approval of the Secretary, other educational entities that provide comparable programs of rigorous academic courses and testing through which students may earn college credit. The API program is an important component of the Department's commitment to ensuring that "no child is left behind." In order to improve academic achievement for all students, the expectations for low-income children must be raised. Therefore, in addition to improving reading and mathematics achievement for all children in the early grades, the Secretary supports more rigorous middle and high school curricula in English, mathematics, science, and other core

subjects. The development, enhancement, and expansion of advanced placement courses in all core disciplines are key strategies for enabling low-income students to achieve to high academic standards.

Since the original authorization of the Advanced Placement program in 1998, funding for the program has increased from \$3 million to the current appropriation of \$22 million. In May 2001, low-income students took 114,112 advanced placement tests administered by the College Board, a 10 percent increase compared to 2000. Nevertheless, there is still a significant gap between the level of participation of low-income students in advanced placement courses and tests and the level of participation of students from more affluent backgrounds. Further, recent data released by the College Board indicate a continued under-representation of minority students taking advanced placement exams generally, and of female students taking calculus and physics advanced placement exams.

The API program supports activities that enable greater numbers of low-income and other disadvantaged students to benefit from advanced placement courses and exams (ultimately increasing the likelihood that these students will receive college degrees) through increased access to, and participation in, pre-advanced placement and advanced placement courses. These courses will be developed, enhanced, and expanded in high-poverty schools, which are least likely to offer advanced placement courses. In

addition, pre-advanced placement and advanced placement teachers in the schools served may participate in sustained, high-quality professional development activities designed to: (1) improve teacher content area knowledge; (2) increase utilization of research-based classroom practices that foster student achievement for low-income students; and (3) strengthen the alignment of pre-advanced placement and advanced placement curricula through "vertical team training" and other strategies.

Applicants approved for funding under this program will be required to submit disaggregated data (by race, ethnicity, sex, English proficiency status, and socio-economic status) on individuals taking advanced placement courses and tests.

ALLOWABLE ACTIVITIES: Under the API program, eligible entities implement programs designed to expand access for low-income individuals to advanced placement incentive programs through such activities as: (1) teacher training; (2) pre-advanced placement course development; (3) coordination and articulation between grade levels to prepare students for academic achievement in advanced placement courses; (4) purchase of books and supplies; (5) activities to increase the availability of, and participation in, on-line advanced placement courses; and (6) any other activity directly related to expanding access to and participation in advanced placement programs, particularly for low-income individuals.

Note: Applicants approved for funding under this competition are required to attend a two-day Project Directors' meeting in Washington, D.C. during the first year of the grant. The cost of attending this meeting may be paid from API program grant funds or State or local resources.

WAIVER OF PROPOSED RULEMAKING: In accordance with the Administrative Procedure Act (5 U.S.C. 553), it is the practice of the Secretary to offer interested parties the opportunity to comment on proposed rules. Ordinarily, this practice would have applied to one or more of the priorities in this notice. Section 437(d) (1) of the General Education Administrative Provisions Act (GEPA), however, exempts rules that apply to the first competition under a new or substantially revised program from this requirement. As this competition is the first API program competition under the newly reauthorized ESEA, it qualifies as a new competitive grants program and is exempt from notice and comment rulemaking. The Secretary, in accordance with section 437(d) (1) of GEPA, to ensure timely awards, has decided to forgo public comment.

ABSOLUTE PRIORITIES: Under 34 CFR 75.105(c) (3), the Secretary is establishing three separate absolute priorities as described below. We have chosen these priorities from the authorized activities and priorities specified in the authorizing statute for this program (see sections 1705(c) and (d) of Title 1, Part G

of the ESEA). To implement the priorities, the Secretary will fund under this competition only applications that meet all three absolute priorities, except that priority (b) below applies only to eligible applicants that are LEAs.

(a) The Secretary gives an absolute priority to applications that demonstrate an intent to carry out activities that target schools, or LEAs serving schools, with a high concentration of low-income students. For a definition of high concentration of low-income students, see the Definitions section of this notice.

(b) For eligible applicants that are LEAs, the Secretary gives an absolute priority to applications that assure that the LEA serves schools with a high concentration of low-income students. For a definition of high concentration of low-income students, see the Definitions section of this notice.

(c) The Secretary gives an absolute priority to applications that propose to develop, enhance, or expand pre-advanced placement courses in English, mathematics, science, and other core academic areas at the middle or high school level. Proposals may include activities designed to develop, enhance, or expand advanced placement courses in conjunction with pre-advanced placement courses. Effective projects must be designed to enable low-income students to enroll and succeed in advanced placement courses and taking tests in core academic areas, and must include activities for coordination of curriculum design and



development between middle and high school teachers as well as teacher training activities necessary for effective implementation of such programs.

PRIORITY POINTS: In accordance with statutory and regulatory requirements, the Secretary will award a total of twenty (20) additional priority points for applications based on the following criteria: (a) pervasive need for access to API programs, including a focus on serving or otherwise addressing the needs of disadvantaged individuals - two (2) points; (b) involvement of business and community organizations in the activities assisted - two (2) points; (c) availability of matching funds from State, local, or other sources to pay for the cost of activities to be assisted - two (2) points; (d) focus on developing or expanding advanced placement programs in the core academic areas of English, mathematics, or science - two (2) points; (e) intent to carry out activities to increase the availability of, and participation in, on-line advanced placement courses - two (2) points; and (f) carry out program activities in schools where 75 percent or more of the students enrolled are from low-income families - ten (10) points.

These priorities are specified in the authorizing statute for the API Program. These priority points are in addition to any points the applicant earns under the selection criteria listed below. The Secretary may select an application that meets

a priority over an application of comparable merit that does not meet the priority. The maximum number of points an application may earn based on the priority points and the selection criteria below is 120 points.

SELECTION CRITERIA: The Secretary will use the following selection criteria in 34 CFR 75.210 to evaluate applications under this competition. The maximum score for all of the selection criteria is 100 points. The maximum score for each criterion is indicated in parenthesis with the criterion. The criteria are as follows:

(a) Significance (20 points). The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers one or more of the following factors:

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

(3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(b) Quality of the Project Design (20 Points). The

Secretary considers the quality of the project design of the proposed project. In determining the quality of the project design, the Secretary considers the following factors:

(1) The extent to which the proposed project represents an exceptional approach for meeting the priorities established for the competition.

(2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(c) Quality of Project Services (20 Points). The Secretary considers the quality of project services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practices.

(2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(d) Quality of Project Personnel (10 points). The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been under represented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The qualifications, including relevant training and experience, of the project director;

(2) The qualifications, including relevant training and experience, of key project personnel.

(3) The qualifications, including relevant training and experience, of project consultants or subcontractors.

(e) Adequacy of Resources (10 points). The Secretary considers the adequacy of resources for the proposed project. In

determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

(2) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

(3) The potential for incorporation of project purposes, activities or benefits into the ongoing program of the agency or organization at the end of Federal funding.

(f) Quality of the Management Plan (10 points). The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, time lines, and milestones for accomplishing project tasks.

(2) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(g) Quality of the Project Evaluation (10 points). The Secretary considers the quality of the project evaluation. In determining the quality of the project evaluation, the Secretary considers the following factors:

(1) The extent to which the methods of evaluation include objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

APPLICABLE REGULATIONS AND STATUTE: The Education Department General Administrative Regulations (EDGAR) in 34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 85, 86, and 99. Title I, Part G of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, 20 U.S.C. 6535-6537.

GENERAL REQUIREMENTS: The following requirements must be met for any application submitted under this program: (a) the program narrative is limited to no more than 50 pages; (b) each "page" is 8.5" x 11" (on one side only) with one inch margins (top, bottom, and sides); and (c) all text in the application narrative is double-spaced (no more than three lines per vertical inch), including titles, headings, footnotes, quotations, captions, as well as all text in charts, tables, figures, and graphs. The

page limit applies to the narrative section only. However, all of the application narrative must be included in the narrative section. If the narrative section of an application exceeds the page limit, the application will not be reviewed.

Definitions: The following definitions and other provisions are taken from the API program authorizing statute, in Title I, Part G of the ESEA. They are repeated in this application notice for the convenience of the applicant.

As used in this section:

(a) The term advanced placement test means an advanced placement test administered by the College Board or approved by the Secretary.

NOTE: In addition to advanced placement tests administered by the College Board, the Department has approved advanced placement tests administered by the International Baccalaureate Organization. As part of the grant application process, applicants may request approval of tests from other educational entities that provide comparable programs of rigorous academic courses and testing through which students may earn college credit.

(b) The term high concentration of low-income students, used with respect to a school, means a school that serves a student population at least 40 percent or more of whom are low-income individuals.

(c) The term low-income individual means an individual who is determined by a State educational agency or local educational agency to be a child, ages 5 through 17, from a low-income family, on the basis of data used by the Secretary to determine allocations under section 1124 of the ESEA, data on children eligible for free or reduced lunches under the National School Lunch Act, data on children in families receiving assistance under part A of title IV of the Social Security Act, or data on children eligible to receive medical assistance under the Medicaid program under title XIX of the Social Security Act, or through an alternate method that combines or extrapolates from those data.

Supplement, Not Supplant Rule

Funds provided under this program must be used to supplement and not supplant other non-Federal funds that are available to assist low-income individuals in paying advanced placement test fees.

FOR APPLICATIONS OR INFORMATION CONTACT: Madeline E. Baggett, U.S. Department of Education, School Improvement Programs, 400 Maryland Avenue, SW., FB-6, Room 3E228, Washington, D.C. 20202-6140. Telephone (202) 260-2502. Internet address:

[Madeline.Baggett@ed.gov](mailto:Madeline.Baggett@ed.gov)

Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at



1-800-877-8339.

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) upon request to the contact person listed in the preceding paragraph. Individuals with disabilities may obtain a copy of the application package in an alternative format, also, by contacting that person. However, the Department is not able to reproduce in an alternative format the standard forms included in the application package.

#### Electronic Access to this Document

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[www.ed.gov/legislation/FedRegister](http://www.ed.gov/legislation/FedRegister)

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Note: The official version of a document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at:

<http://www.access.gpo.gov/nara/index.html>

PROGRAM AUTHORITY: 20 U.S.C. 6535-6537.

Dated:

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Susan B. Neuman  
Assistant Secretary for  
Elementary and Secondary Education.

## **Program Statute**

SEC. 1701. SHORT TITLE.

This part may be cited as the 'Access to High Standards Act'.

**SEC. 1702. PURPOSES.**

The purposes of this part are —

- (1) to support State and local efforts to raise academic standards through advanced placement programs, and thus further increase the number of students who participate and succeed in advanced placement programs;
- (2) to encourage more of the 600,000 students who take advanced placement courses each year but do not take advanced placement exams each year, to demonstrate their achievements through taking the exams;
- (3) to build on the many benefits of advanced placement programs for students, which benefits may include the acquisition of skills that are important to many employers, Scholastic Aptitude Test (SAT) scores that are 100 points above the national averages, and the achievement of better grades in secondary school and in college than the grades of students who have not participated in the programs;
- (4) to increase the availability and broaden the range of schools, including middle schools, that have advanced placement and pre-advanced placement programs;
- (5) to demonstrate that larger and more diverse groups of students can participate and succeed in advanced placement programs;
- (6) to provide greater access to advanced placement and pre-advanced placement courses and highly trained teachers for low-income and other disadvantaged students;
- (7) to provide access to advanced placement courses for secondary school students at schools that do not offer advanced placement programs, increase the rate at which secondary school students participate in advanced placement courses, and increase the numbers of students who receive advanced placement test scores for which college academic credit is awarded;
- (8) to increase the participation of low-income individuals in taking advanced placement tests through the payment or partial payment of the costs of the advanced placement test fees; and
- (9) to increase the number of individuals that achieve a baccalaureate or advanced degree, and to decrease the amount of time such individuals require to attain such degrees.

#### **SEC. 1703. FUNDING DISTRIBUTION RULE.**

From amounts appropriated under section 1002(g) for a fiscal year, the Secretary shall give priority to funding activities under section 1704 and shall distribute any remaining funds under section 1705.

**SEC. 1704. ADVANCED PLACEMENT TEST FEE PROGRAM.**

(a) GRANTS AUTHORIZED- From amounts made available under section 1703 for a fiscal year, the Secretary shall award grants to State educational agencies having applications approved under this section to enable the State educational agencies to reimburse low-income individuals to cover part or all of the costs of advanced placement test fees, if the low-income individuals -

(1) are enrolled in an advanced placement course; and

(2) plan to take an advanced placement test.

(b) AWARD BASIS- In determining the amount of the grant awarded to a State educational agency under this section for a fiscal year, the Secretary shall consider the number of children eligible to be counted under section 1124(c) in the State in relation to the number of such children so counted in all the States.

(c) INFORMATION DISSEMINATION- A State educational agency awarded a grant under this section shall disseminate information regarding the availability of advanced placement test fee payments under this section to eligible individuals through secondary school teachers and guidance counselors.

(d) APPLICATIONS- Each State educational agency desiring to receive a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. At a minimum, each State educational agency application shall -

(1) describe the advanced placement test fees the State educational agency will pay on behalf of low-income individuals in the State from grant funds awarded under this section;

(2) provide an assurance that any grant funds awarded under this section shall be used only to pay for advanced placement test fees; and

(3) contain such information as the Secretary may require to demonstrate that the State educational agency will ensure that a student is eligible for payments authorized under this section, including documentation required under chapter 1 of subpart 2 of part A of title IV of the Higher Education Act of 1965.

(e) REGULATIONS- The Secretary shall prescribe such regulations as are necessary to carry out this section.

(f) REPORT-

(1) IN GENERAL- Each State educational agency awarded a grant under this section shall, with respect to each advanced placement subject, annually report to the Secretary on -

(A) the number of students in the State who are taking an advanced placement course in that subject;

(B) the number of advanced placement tests taken by students in the State who have taken an advanced placement course in that subject;

(C) the number of students in the State scoring at different levels on advanced placement tests in that subject; and

(D) demographic information regarding individuals in the State taking advanced placement courses and tests in that subject disaggregated by race, ethnicity, sex, English proficiency status, and socioeconomic status.

(2) REPORT TO CONGRESS- The Secretary shall annually compile the information received from each State educational agency under paragraph (1) and report to the appropriate committees of Congress regarding the information.

(g) BIA AS SEA- For purposes of this section the Bureau of Indian Affairs shall be treated as a State educational agency.

#### **SEC. 1705. ADVANCED PLACEMENT INCENTIVE PROGRAM GRANTS.**

(a) GRANTS AUTHORIZED-

(1) IN GENERAL- From amounts made available under section 1703 for a fiscal year, the Secretary shall award grants, on a competitive basis, to eligible entities to enable those entities to carry out the authorized activities described in subsection (d).

(2) DURATION AND PAYMENTS-

(A) DURATION- The Secretary shall award a grant under this section for a period of not more than 3 years.

(B) PAYMENTS- The Secretary shall make grant payments under this section on an annual basis.

(3) DEFINITION OF ELIGIBLE ENTITY- In this section, the term 'eligible entity' means a State educational agency, local educational agency, or national nonprofit educational entity with expertise in advanced placement services.

(b) APPLICATION- Each eligible entity desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require.

(c) PRIORITY- In awarding grants under this section, the Secretary shall give priority to an eligible entity that submits an application under subsection (b) that -

- (1) demonstrates a pervasive need for access to advanced placement incentive programs;
- (2) provides for the involvement of business and community organizations in the activities to be assisted;
- (3) assures the availability of matching funds from State, local, or other sources to pay for the cost of activities to be assisted;
- (4) demonstrates a focus on developing or expanding advanced placement programs and participation in the core academic areas of English, mathematics, and science;
- (5) demonstrates an intent to carry out activities that target –
  - (A) local educational agencies serving schools with a high concentration of low-income students; or
  - (B) schools with a high concentration of low-income students; and
- (6) in the case of a local educational agency, assures that the local educational agency serves schools with a high concentration of low-income students; or
- (7) demonstrates an intent to carry out activities to increase the availability of, and participation in, on-line advanced placement courses.

(d) AUTHORIZED ACTIVITIES-

- (1) IN GENERAL- Subject to paragraph (2), an eligible entity shall use grant funds made available under this section to expand access for low-income individuals to advanced placement incentive programs that involve –
  - (A) teacher training;
  - (B) pre-advanced placement course development;
  - (C) coordination and articulation between grade levels to prepare students for academic achievement in advanced placement courses;
  - (D) books and supplies; or
  - (E) activities to increase the availability of, and participation in, on-line advanced placement courses; or
  - (F) any other activity directly related to expanding access to and participation in advanced placement incentive programs, particularly for low-income individuals.
- (2) STATE EDUCATIONAL AGENCY- In the case of an eligible entity that is a State educational agency, the entity may use grant funds made available under this section to award subgrants to local educational agencies to enable the local educational agencies to

carry out the activities under paragraph (1).

(e) CONTRACTS- An eligible entity awarded a grant to provide online advanced placement courses under this part may enter into a contract with a nonprofit or for profit organization to provide the online advanced placement courses, including contracting for necessary support services.

(f) DATA COLLECTION AND REPORTING-

(1) DATA COLLECTION- Each eligible entity awarded a grant under this section shall, with respect to each advanced placement subject, annually report to the Secretary on -

(A) the number of students served by the eligible entity who are taking an advanced placement course in that subject;

(B) the number of advanced placement tests taken by students served by the eligible entity in that subject;

(C) the number of students served by the eligible entity scoring at different levels on advanced placement tests in that subject; and

(D) demographic information regarding individuals served by such agency who taking advanced placement courses and tests in that subject disaggregated by race, ethnicity, sex, English proficiency status, and socioeconomic status.

(2) REPORT- The Secretary shall annually compile the information received from each eligible entity under paragraph (1) and report to the appropriate committees of Congress regarding the information.

#### **SEC. 1706. SUPPLEMENT, NOT SUPPLANT.**

Grant funds provided under this part shall supplement, and not supplant, other non-Federal funds that are available to assist low-income individuals to pay for the cost of advanced placement test fees or to expand access to advanced placement and pre-advanced placement courses.

#### **SEC. 1707. DEFINITIONS.**

In this part:

(1) ADVANCED PLACEMENT TEST- The term advanced placement test' means an advanced placement test administered by the College Board or approved by the Secretary.

(2) HIGH CONCENTRATION OF LOW-INCOME STUDENTS- The term high concentration of low-income students', used with respect to a school, means a school that serves a student population 40 percent or more of whom are low-income individuals.



(3) LOW-INCOME INDIVIDUAL- The term low-income individual' means an individual who is determined by a State educational agency or local educational agency to be a child, ages 5 through 17, from a low-income family, on the basis of data used by the Secretary to determine allocations under section 1124 of this Act, data on children eligible for free or reduced-price lunches under the National School Lunch Act, data on children in families receiving assistance under part A of title IV of the Social Security Act, or data on children eligible to receive medical assistance under the medicaid program under title XIX of the Social Security Act, or through an alternate method that combines or extrapolates from those data.

## **SECTION C**

## **Application Forms and Instructions**

**ED 424 - Application for Federal Education Assistance**

**Refer to:**

<http://ocfo.ed.gov/grntinfo/appforms.htm>

## **D-U-N-S Number Instructions**

D-U-N-S Number must be provided on the application cover page (ED 424 form, item #2). D-U-N-S numbers may be obtained at no charge by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained through the Internet at the following URL: <http://www.dnb.com/dbis/aboutdb/intlduns.htm>

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built-in check digit helps assure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

Dun & Bradstreet, a global information services provider, has assigned D-U-N-S Numbers to over 43 million companies worldwide.

## **Assurances and Certifications**

**Assurances - Non-Construction Programs**

**Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements**

**Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions**

**Disclosure of Lobbying Activities**

**Refer to: <http://ocfo.ed.gov/grntinfo/appforms.htm>**

**ED Form 524 - Budget Information  
And instructions**

**Refer to: <http://ocfo.ed.gov/grntinfo/appforms/ed524frm.doc>**

# **Application Order, Program Narrative Instructions, and Selection Criteria**

## **Application Order**

It is recommended that your application be organized in the following manner and include the following parts:

### **Part I: Project Abstract**

A 1-2 page abstract describing the proposed project, including the objectives and outcomes for: (1) middle and high school students participating in pre-AP programs; and (2) training conducted for both pre-AP and AP teachers.

### **Part II: Assurances and Certifications**

Be certain to include all assurances and certifications, and sign each form in the appropriate place. The assurances and certifications included in this package are:

- Assurances - Non-construction Programs
- Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility matters including Drug-Free Workplace Requirements

### **Part III: Budget Forms and Information (Standard Form 524)**

This part of your application contains information about the Federal funding you are requesting. Specific instructions for completing the budget forms and information immediately follow the form. A detailed budget and budget narrative are required for each year of funding requested.

### **Part IV: GEPA Requirement**

The applicant must address Section 427 of the General Education Provisions Act (GEPA). Complete instructions for meeting this requirement are provided in Section E - Other Important Information and Notices.

### **Part V: Verification that Participating Schools Meet the low-income Requirement Under the Absolute Priority.**

The absolute priorities for this competition require that applicants target schools or LEAs serving schools with a high concentration of low-income students. Therefore, applicants must provide evidence that they are targeting schools or LEAs serving schools with a student population of at least 40% low-income children. Data used by the Secretary to determine allocations under section 1124 of the ESEA, Title I Free and Reduced Lunch data (i.e., the National School Lunch Act), data on children in families receiving assistance under Part A of Title IV of the Social Security Act, or data on children eligible to receive medical assistance under the Medicaid program under Title XIX of the Social Security Act may be utilized. Also, data combined or extrapolated from these sources may be submitted to verify the low-income status of participating schools. Title I Free and Reduced Lunch data is preferred. **Data for each participating school is required.**

The absolute priorities further require applicants that are LEAs to assure that schools with a high concentration of low-income students will be served. Since all applicants must target low-income schools to meet the absolute priority, LEAs that submit data showing that schools with a high concentration of low-income students are targeted automatically meet this requirement.

**Part VI: Data Requirements for Priority Point f.**

The Priority Points section of the application notice (Section B of this package) describes statutory and regulatory priority points (a) - (g). In order to receive the additional 10 points for priority (f), applicants must target schools where 75% or more of the students are from low-income families. Data used by the Secretary to determine allocations under section 1124 of the ESEA, Title I Free and Reduced Lunch data (i.e., the National Lunch Act), data on children in families receiving assistance under Part A of the Social Security Act, or data on the Medicaid program under Title XIX of the Social Security Act may be utilized. Further, data combined or extrapolated from these sources may be submitted also. Title I Free and Reduced Lunch data is preferred. **Data for each participating school is required.**

**Part VII: Program Narrative**

The program narrative is limited to 50 double-spaced pages. Applications submitted under this program should be developed in accordance with the application requirements (i.e., General Requirements published in the Application Notice and found in Section C of this package) and the selection criteria established for the Advanced Placement Incentive Program. Your program

narrative should be organized around and should address all of the selection criteria.

**NOTE: No grant may be awarded unless a complete application has been received. Be sure to submit one original and three copies of the completed application.**

**Part VIII: Selection Criteria**

SELECTION CRITERIA: The Secretary will use the following selection criteria in 34 CFR 75.210 to evaluate applications under this competition. The maximum score for all of the selection criteria is 100 points. The maximum score for each criterion is indicated in parenthesis with the criterion. The criteria are as follows:

(a) Significance (20 points). The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers one or more of the following factors:

(1) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

(2) The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

(3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.



(b) Quality of the Project Design (20 Points). The Secretary considers the quality of the project design of the proposed project. In determining the quality of the project design, the Secretary considers the following factors:

(1) The extent to which the proposed project represents an exceptional approach for meeting the priorities established for the competition.

(2) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(3) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(c) Quality of Project Services (20 Points). The Secretary considers the quality of project services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practices.

(2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(d) Quality of Project Personnel (10 points). The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been under represented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The qualifications, including relevant training and experience, of the project director;

(2) The qualifications, including relevant training and experience, of key project personnel.

(3) The qualifications, including relevant training and experience, of project consultants or subcontractors.

(e) Adequacy of Resources (10 points). The Secretary considers the adequacy of resources for the proposed project. In

determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(1) The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant organization or the lead applicant organization.

(2) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

(3) The potential for incorporation of project purposes, activities or benefits into the ongoing program of the agency or organization at the end of Federal funding.

(f) Quality of the Management Plan (10 points). The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, time lines, and milestones for accomplishing project tasks.

(2) The extent to which the time commitments of the project director and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(g) Quality of the Project Evaluation (10 points). The Secretary considers the quality of the project evaluation. In determining the quality of the project evaluation, the Secretary considers the following factors:

(1) The extent to which the methods of evaluation include objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

## SECTION D

### Transmittal Instructions & Checklist

## APPLICATION TRANSMITTAL INSTRUCTIONS

An application for an award must be mailed or hand delivered by the closing date:

### **Application Sent by Mail**

An application sent by mail must be addressed to the U.S. Department of Education, Application Control Center, Attention: CFDA 84.330C Room 3671, General Services Administration, 7th and D Streets, S.W. Washington, D.C. 20202-4725

An application must show proof of mailing consisting of one of the following:

- (1) A legible, dated U.S. Postal Service Postmark;
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service;
- (3) A dated shipping label, invoice, or receipt from a commercial carrier; or
- (4) Any other proof of mailing acceptable to the Secretary of Education.

If an application is sent through the U.S. Postal Service, the Secretary does not accept either of the following as proof of mailing;

- (1) A private metered postmark; or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

An applicant is encouraged to use registered or at least first-class mail.

Each late applicant will be notified that its application will not be considered.

### **Application Delivered by Hand/Courier Service**

An application that is hand-delivered must be taken to the U.S. Department of Education, Application Control Center Room 3671, General Services Administration, 7th and D Streets, S.W. Washington, D.C. 20202-4725 Attention: CFDA 84.330C

The Application Control Center will accept deliveries between 8:00 a.m. and 4:30 p.m. (Washington D.C. time) daily, except

Saturdays, Sundays, and Federal holidays.  
Individuals delivering applications must use the D Street entrance. Proper identification is necessary to enter the building. In order for an application sent through a Courier Service to be considered timely, the Courier Service must be in receipt of the application on or before the closing date.

## **APPLICATION CHECKLIST**

Does your application include each of the following?

[ ] Application for Federal Assistance Cover Page (SF 424)

- [ ] Budget Form (ED Form 524)
- [ ] Itemized Budget and narrative
- [ ] Assurances and Certifications
- [ ] Assurances Non-Construction Programs (SF-424)
- [ ] Certifications regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters; And Drug-Free Workplace Requirements (ED-80-0013)
- [ ] Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier (ED-80-0014)
- [ ] Disclosure of Lobbying Activities (SF-LLL)

Did you-

- [ ] Provide one (1) original and three copies of the application?
- [ ] Include all required forms with original signatures and dates?
- [ ] Submit a copy of the application to the State Single Point of Contact (if applicable) ?
- [ ] Address GEPA 427 (Section E)?
- [ ] Address all general requirements described in the Application Notice?
- [ ] Ensure that your program narrative does not exceed 50 double-spaced pages?
- [ ] Include budget forms (i.e., 524 and budget detail (i.e., budget breakout) for each year of funding requested?
- [ ] Provide evidence (i.e., Title I Free and Reduced Lunch data or other data described in the Narrative Instructions Section) that 75% or more of the students enrolled in participating schools are from low-income families in order to receive 10 additional points for Priority (f)?
- [ ] Provide evidence (i.e., Title I Free and Reduced Lunch data or other data described in the Narrative Instructions Section) that 40% or more of the students enrolled in



participating schools are from low-income families as required under the absolute priority?

- [ ] Address the matching requirement under Sections B and C of ED Form 524?
- [ ] Certification for eligibility for Federal Assistance (ED80-0016)
- [ ] Mail application to **OR** hand-deliver to:

Advanced Placement Incentive Program  
ATTN: CFDA No. 84.330C  
U.S. Department of Education  
Application Control Center  
7<sup>th</sup> & D Streets, SW, Room 3671  
Washington, D.C. 20202-4725

## **SECTION E**

### **Other Important Information and Notices**

OMB Control No. 1801-0004 (Exp. 8/31/2001)

#### **NOTICE TO ALL APPLICANTS**

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Pub. L. 103-382).

#### ***To Whom Does This Provision Apply?***

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION**

## **IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### ***What Does This Provision Require?***

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### ***What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?***

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

#### **Estimated Burden Statement for GEPA Requirements**

The time required to complete this information collection is estimated to vary from 1 to 3 hours per response, with an average of 1.5 hours, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651.

## **NOTICE TO APPLICANTS:**

### **THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)**

#### **What is GPRA?**

The Government Performance and Results Act of 1993 (GPRA) is a straightforward statute that requires all federal agencies to manage their activities with attention to the consequences of those activities. Each agency is to clearly state what it intends to accomplish, identify the resources required, and periodically report their progress will contribute to improvements accountability for the expenditures of public funds, improve Congressional decision-making through more objective information on the effectiveness of federal programs, and promote a new government focus on results, service delivery, and customer satisfaction.

#### **How has the Department of Education Responded to the GPRA Requirements?**

As required by GPRA, the Department of Education has prepared a strategic plan for 1998-2002. This plan reflects the Department's priorities and integrates them with its mission and program authorities and describes how the Department will work to improve education for all children and adults in the U.S. The Department's goals, as listed in the plan, are:

- Goal 1: Help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment.
- Goal 2: Build a solid foundation for learning for all children.
- Goal 3: Ensure access to postsecondary education and lifelong learning.
- Goal 4: Make the Department of Education a high performance

organization by focusing on results, service quality, and customer satisfaction.

## State Single Points of Contact (SPOCs)

April 2000

It is estimated that in 2000, the Federal Government will outlay \$283.5 billion in grants to State and local governments. Executive Order 12372, "Intergovernmental Review of Federal Programs," was issued with the desire to foster the intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The Order allows each State to designate an entity to perform this function. Below is the official list of those entities. For those States that have a home page for their designated entity, a direct link has been provided below.

<b><u>ARIZONA</u></b> Joni Saad Arizona State Clearinghouse 3800 N. Central Avenue Fourteenth Floor Phoenix, Arizona 85012 Telephone: (602) 280-1315 Fax: (602) 280-8144 <a href="mailto:jonis@ep.state.az.us">jonis@ep.state.az.us</a>	<b><u>ARKANSAS</u></b> Tracy L. Copeland Manager, State Clearinghouse Office of Intergovernmental Services Department of Finance and Administration 1515 W. 7th St., Room 412 Little Rock, Arkansas 72203 Telephone: (501) 682-1074 Fax: (501) 682-5206 <a href="mailto:tlcopeland@dfa.state.ar.us">tlcopeland@dfa.state.ar.us</a>
<b><u>CALIFORNIA</u></b> Grants Coordination State Clearinghouse Office of Planning and Research P. O. Box 3044, Room 222 Sacramento, California 95812-3044 Telephone: (916) 445-0613 Fax: (916) 323-3018 <a href="mailto:state.clearinghouse@opr.ca.gov">state.clearinghouse@opr.ca.gov</a>	<b><u>DELAWARE</u></b> Charles H. Hopkins Executive Department Office of the Budget 540 S. Dupont Highway, 3rd Floor Dover, Delaware 19901 Telephone: (302) 739-3323 Fax: (302) 739-5661 <a href="mailto:chopkins@state.de.us">chopkins@state.de.us</a>
<b><u>DISTRICT OF COLUMBIA</u></b> Ron Seldon Office of Grants Management and Development	<b><u>FLORIDA</u></b> Cherie L. Trainor Florida State Clearinghouse Department of Community Affairs

717 14th Street, N.W. Suite 1200 Washington, D.C. 20005 Telephone: (202) 727-1705 Fax: (202) 727-1617 ogmd-ogmd@dcgov.org	2555 Shumard Oak Blvd. Tallahassee, Florida 32399-2100 Telephone: (850) 922-5438 (850) 414-5495 (direct) Fax: (850) 414-0479 cherie.trainor@dca.state.fl.us
<b><u>GEORGIA</u></b> Georgia State Clearinghouse 270 Washington Street, SW Atlanta, Georgia 30334 Telephone: (404) 656-3855 Fax: (404) 656-7901 gach@mail.opb.state.ga.us	<b><u>ILLINOIS</u></b> Virginia Bova Department of Commerce and Community Affairs James R. Thompson Center 100 West Randolph, Suite 3-400 Chicago, Illinois 60601 Telephone: (312) 814-6028 Fax (312) 814-8485 vbova@commerce.state.il.us
<b><u>INDIANA</u></b> Frances Williams State Budget Agency 212 State House Indianapolis, Indiana 46204-2796 Telephone: (317) 232-2972 Fax: (317) 233-3323 fwilliams@sba.state.in.us	<b><u>IOWA</u></b> Steven R. McCann Division of Community and Rural Development Iowa Department of Economic Development 200 East Grand Avenue Des Moines, Iowa 50309 Telephone: (515) 242-4719 Fax: (515) 242-4809 steve.mccann@ided.state.ia.us
<b><u>KENTUCKY</u></b> Ron Cook Department for Local Government Kentucky State Clearinghouse 1024 Capital Center Drive, Suite 340 Frankfort, Kentucky 40601 Telephone: (502) 573-2382 Fax: (502) 573-0140	<b><u>MAINE</u></b> Joyce Benson State Planning Office 184 State Street 38 State House Station Augusta, Maine 04333 Telephone: (207) 287-3261 (207) 287-1461 (direct)



ron.cook@mail.state.ky.us	Fax: (207) 287-6489 joyce.benson@state.me.us
<u><b>MARYLAND</b></u> Linda Janey Manager, Clearinghouse and Plan Review Unit Maryland Office of Planning 301 West Preston Street - Room 1104 Baltimore, Maryland 21201-2305 Telephone: (410) 767-4490 Fax: (410) 767-4480 linda@mail.op.state.md.us	<u><b>MICHIGAN</b></u> Richard Pfaff Southeast Michigan Council of Governments 660 Plaza Drive - Suite 1900 Detroit, Michigan 48226 Telephone: (313) 961-4266 Fax: (313) 961-4869 pfaff@semcog.org
<u><b>MISSISSIPPI</b></u> Cathy Mallette Clearinghouse Officer Department of Finance and Administration 550 High Street 303 Walters Sillers Building Jackson, Mississippi 39201-3087 Telephone: (601) 359-6762 Fax: (601) 359-6758	<u><b>MISSOURI</b></u> Lois Pohl Federal Assistance Clearinghouse Office of Administration P.O. Box 809 Jefferson Building, Room 915 Jefferson City, Missouri 65102 Telephone: (573) 751-4834 Fax: (573) 522-4395 pohll_@mail.oa.state.mo.us
<u><b>NEVADA</b></u> Heather Elliott Department of Administration State Clearinghouse 209 E. Musser Street, Room 200 Carson City, Nevada 89701 Telephone: (775) 684-0209 Fax: (775) 684-0260 helliott@govmail.state.nv.us	<u><b>NEW HAMPSHIRE</b></u> Jeffrey H. Taylor Director, New Hampshire Office of State Planning Attn: Intergovernmental Review Process Mike Blake 2 1/2 Beacon Street Concord, New Hampshire 03301 Telephone: (603) 271-2155 Fax: (603) 271-1728 jtaylor@osp.state.nh.us
<u><b>NEW MEXICO</b></u> Ken Hughes	<u><b>NORTH CAROLINA</b></u> Jeanette Furnev

Local Government Division Room 201 Bataan Memorial Building Santa Fe, New Mexico 87503 Telephone: (505) 827-4370 Fax: (505) 827-4948 khughes@dfa.state.nm.us	Department of Administration 1302 Mail Service Center Raleigh, North Carolina 27699-1302 Telephone: (919) 807-2323 Fax: (919) 733-9571 jeanette.furney@ncmail.net
<u><b>NORTH DAKOTA</b></u>  Jim Boyd Division of COmmunity Services 600 East Boulevard Ave, Dept 105 Bismarck, North Dakota 58505-0170 Telephone: (701) 328-2094 Fax: (701) 328-2308 jboyd@state.nd.us	<u><b>RHODE ISLAND</b></u>  Kevin Nelson Department of Administration Statewide Planning Program One Capitol Hill Providence, Rhode Island 02908-5870 Telephone: (401) 222-2093 Fax: (401) 222-2083 knelson@doa.state.ri.us
<u><b>SOUTH CAROLINA</b></u>  Omeagia Burgess Budget and Control Board Office of State Budget 1122 Ladies Street - 12th Floor Columbia, South Carolina 29201 Telephone: (803) 734-0494 Fax: (803) 734-0645 aburgess@budget.state.sc.us	<u><b>TEXAS</b></u>  Tom Adams Governors Office Director, Intergovernmental Coordination P.O. Box 12428 Austin, Texas 78711 Telephone: (512) 463-1771 Fax: (512) 936-2681 tadams@governor.state.tx.us
<u><b>UTAH</b></u>  Carolyn Wright Utah State Clearinghouse Governor's Office of Planning and Budget State Capitol - Room 114 Salt Lake City, Utah 84114 Telephone: (801) 538-1535 Fax: (801) 538-1547 cwright@gov.state.ut.us	<u><b>WEST VIRGINIA</b></u>  Fred Cutlip, Director Community Development Division West Virginia Development Office Building #6, Room 553 Charleston, West Virginia 25305 Telephone: (304) 558-4010 Fax: (304) 558-3248 fcutlip@wvdo.org

<p><b><u>WISCONSIN</u></b></p> <p>Jeff Smith  Section Chief, Federal/State Relations  Wisconsin Department of Administration  101 East Wilson Street - 6th Floor  P.O. Box 7868  Madison, Wisconsin 53707  Telephone: (608) 266-0267  Fax: (608) 267-6931  jeffrey.smith@doa.state.wi.us</p>	<p><b><u>WYOMING</u></b></p> <p>Sandy Ross  Department of Administration and Information  2001 Capitol Avenue, Room 214  Cheyenne, WY 82002  Telephone: (307) 777-5492  Fax: (307) 777-3696  sross1@missc.state.wy.us</p>
<p><b><u>GUAM</u></b></p> <p>Director  Bureau of Budget and Management Research  Office of the Governor  P.O. Box 2950  Agana, Guam 96910  Telephone: 011-671-472-2285  Fax: 011-472-2825  jer@ns.gov.gu</p>	<p><b><u>PUERTO RICO</u></b></p> <p>Norma Burgos / Jose E. Caro  Puerto Rico Planning Board  Federal Proposals Review Office  Minillas Government Center  P.O. Box 41119  San Juan, Puerto Rico 00940-1119  Telephone: (809) 727-4444  (809) 723-6190  Fax: (809) 724-3270</p>
<p><b><u>NORTH MARIANA ISLANDS</u></b></p> <p>Ms. Jacoba T. Seman  Federal Programs Coordinator  Office of Management and Budget  Office of the Governor  Saipan, MP 96950  Telephone: (670) 664-2289  Fax: (670) 664-2272  omb.jseman@saipan.com</p>	<p><b><u>VIRGIN ISLANDS</u></b></p> <p>Ira Mills  Director, Office of Management and Budget  #41 Norregade Emancipation Garden Station, Second Floor  Saint Thomas, Virgin Islands 00802  irmills@usvi.org</p>

Correspondence regarding the SPOC may be sent to the following postal address:

Attn: Grants Management  
Office of Management and Budget

New Executive Office Building, Suite 6025  
725 17th Street, NW  
Washington, DC 20503

If you would like a faxed copy of this list, please call the publications office at: (202) 395-9068.

In accordance with Executive Order #12372, "Intergovernmental Review of Federal Programs," this listing represents the designated State Single Points of Contact. The jurisdictions not listed no longer participate in the process BUT GRANT APPLICANTS ARE STILL ELIGIBLE TO APPLY FOR THE GRANT EVEN IF YOUR STATE, TERRITORY, COMMONWEALTH, ETC. DOES NOT HAVE A "STATE SINGLE POINT OF CONTACT." JURISDICTIONS WITHOUT "STATE SINGLE POINTS OF CONTACTS" INCLUDE: Alabama; Alaska; American Samoa; Colorado; Connecticut; Kansas; Hawaii; Idaho; Louisiana; Massachusetts; Minnesota; Montana; Nebraska; New Jersey; Ohio; Oklahoma; Oregon; Palau; Pennsylvania; South Dakota; Tennessee; Vermont; Virginia; and Washington.

This list is based on the most current information provided by the States. Information on any changes or apparent errors should be provided to the Office of Management and Budget and the State in question. Changes to the list will only be made upon formal notification by the State. Also, this listing is published biannually in the Catalogue of Federal Domestic Assistance.

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**IMPORTANT NOTICE TO PROSPECTIVE PARTICIPANTS IN  
U.S. DEPARTMENT OF EDUCATION CONTRACT AND GRANT PROGRAMS**

## **GRANTS**

Applicants for grants from the U.S. Department of Education (ED) have to compete for limited funds.

Deadlines assure all applicants that they will be treated fairly and equally, without last minute haste.

For these reasons, ED must set strict deadlines for grant applications. Prospective applicants can avoid disappointment if they understand that:

Failure to meet a deadline will mean that an applicant will be rejected without any consideration whatever.

The rules, including the deadline, for applying for each grant are published, individually, in the Federal Register. A one-year subscription to the Register may be obtained by sending \$340.00 to: Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9371. (Send check or money order only, no cash or stamps.)

The instructions in the Federal Register must be followed exactly. Do not accept any other advice you may receive. No ED employee is authorized to extend any deadline published in the Register.

Questions regarding submission of applications may be addressed to:

U.S. Department of Education  
Application Control Center  
Washington, D.C. 20202-4725

## **CONTRACTS**

Competitive procurement actions undertaken by the ED are governed by the Federal Procurement Regulation and implementing ED Procurement Regulation.

Generally, prospective competitive procurement actions are synopsized in the Commerce Business Daily (CBD). Prospective offerors are therein advised of the nature of the procurement and where to apply for copies of the Request for Proposals (RFP).

Offerors are advised to be guided solely by the contents of the CBD synopsis and the instructions contained in the RFP. Questions regarding the submission of offers should be addressed to the Contracts Specialist identified on the face page of the RFP.

Offers are judged in competition with others, and failure to conform with any substantive requirements of the RFP will result in rejection of the offer without any consideration whatever.

Do not accept any advice you receive that is contrary to instructions contained in either the CBD synopsis or the RFP. No ED employee is authorized to consider a proposal which is non-responsive to the RFP.

A subscription to the CBD is available for \$208.00 per year via second class mailing or \$261.00 per year via first class mailing. Information included in the Federal Acquisition Regulation is contained in Title 48, Code of Federal Regulations, Chapter 1 (\$49.00). The foregoing publication may be obtained by sending your check or money order only, no cash or stamps, to:

Superintendent of Documents  
U.S. Government Printing Office  
Washington, D.C. 20402-9371

In an effort to be certain this important information is widely disseminated, this notice is being included in all ED mail to the public. You may therefore, receive more than one notice. If you do, we apologize for any annoyance it may cause you.



GRANT APPLICATION RECEIPT ACKNOWLEDGMENT



If you fail to receive the notification of application receipt within fifteen (15) days from the closing date, please call:

U.S. Department of Education  
Application Control Center  
(202) 708-9493

#### GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically:

ED Internet Home Page: <http://ed.gov/>

OCFO Web Page: <http://OCFO.ed.gov/>



























